DOCUMENT RESUME

ED 215 517 EC 142 177

AUTHOR Gelzer, Lynne
TITLE Developing Reading Appreciation in Young Hearing Impaired Children.
INSTITUTION Gallaudet Coll., Washington, D.C. Pre-College Programs.
PUB DATE 81
NOTE 20p.; A part of Project S.H.A.R.E.'E.M. (Selection of Homemade and Recognized Effective Educational Materials).

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Hearing Impairments; Learning Activities; Literature Appreciation; Motivation; Parent Role; Reading Aloud to Others; *Reading Attitudes; *Story Telling; Young Children

ABSTRACT

The paper explains the importance of reading stories to young hearing impaired children and describes effective story reading techniques for use by parents, teachers, and librarians. Considered in outline form are the following topics: the role of adults in motivating young hearing impaired children to read, selection of stories for young children, principles of story telling, and examples of activities to develop reading appreciation skills. Concluding the document is a list of skills for developing reading appreciation in young children. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED215517

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

DEVELOPING READING APPRECIATION IN YOUNG HEARING IMPAIRED CHILDREN

EC142177

Project S.H.A.R.E.'E.M.(Selection of Homemade and Recognized Effective Educational Materials) was designed by Pre-College Programs of Gallaudet College to locate successfully used in-house, teacher-made materials for possible use by other professionals in the field. The evaluation of these products is based on their continued successful use in the classroom and not a formal evaluation system. Authors are encouraged to express freely their professional opinion.

Copyright 1981 Pre-College Programs
Gallaudet College
All rights reserved.

Gallaudet College is an equal opportunity employer/educational institution. Programs and services offered by Gallaudet College received substantial financial support from the U.S. Department of Education.

DEVELOPING READING APPRECIATION IN YOUNG HEARING IMPAIRED CHILDREN

By Lynne Gelzer

GOALS

1. To explain the importance of reading stories to young hearing impaired children.
2. To guide adults (parents, teachers, and librarians) in becoming more effective story readers.
3. To demonstrate some basic principles of story reading.
4. To describe the relationship of interaction to the development of language and the growth of reading ability.
5. To describe methods of stimulating very young hearing impaired children to read and enjoy books.
6. To establish criteria for selecting books.
7. To provide a skill list for teachers for developing appreciation in young children.
8. To provide examples of activities to accompany the skill list.

This project describes the importance of reading stories to hearing impaired children ages two to six and demonstrates to parents, teachers, and librarians techniques for effective story reading. The learning objectives are based on the premise that the interaction that occurs during story reading establishes a learning situation necessary to hearing impaired children and their parents. Often they have not shared the delightful experience of looking at a book, reading a story out loud and having a discussion based on the story content. This phenomenon probably occurs due to communication difficulties and the false assumption that it is not possible to read to a child unless a formal language system is common to both the adult and the child. It is the aim of this project to make adults aware of the reasons they should begin to read to hearing impaired children at an early age, despite communication difficulties, if they expect these children to become capable, proficient, and independent readers.

Before children ever utter a single word, they establish a relationship with the people who take care of them. This relationship begins when children are held. They respond to changes in feelings, facial expressions, voice quality, and personal needs. As children grow in their ability to interact independently with their environment and the people in it, they begin to develop a theory of the world in their heads. Frank Smith, in his book Comprehension and Learning, describes this theory as "a summary of experience, memory and the evidence upon which children will try to interpret new events. This theory also constitutes the child's expectations for the future and it becomes a foundation for learning."

Children bring this developing theory of the world to the task of learning language. Language functions as a way of expressing facts, thoughts, feelings; establishing, developing, and maintaining relations with others; bringing about action; and conveying or getting new information.

As children have the opportunity to interact with skilled language users, they try to comprehend the meaning of language based on what is happening

to them in their surroundings. Relying on the context of a situation, they are able to comprehend the intended message long before they master grammatical (English) structures. "Children become very skilled with using the non-verbal context clues such as body movement, facial expression line of regard, etc., gestures and the knowledge, experience and the expectations that have been gained in similar behavioral settings." KDES Curriculum

Conversely, children expect others to understand their communication based on the context they provide. "Children, particularly hearing impaired children, rely heavily on our active participation in their communicative endeavors. They expect us to meet them more than half way and to exploit every available clue as to what they might be trying to say. . ." KDES Curriculum

Language facility emerges as children learn to borrow bits and pieces from the language of adult models, and fit them into their own system of thought and expression. They become experimenters, playing with word meanings, and fitting them into language structures. Adults can tune into and reinforce attempts to acquire language by rewarding all attempts to communicate. The focus of attention should remain on the meaning of the communication rather than on how it is communicated.

Reading to young children assists their language development and the construction of their theory of the world. It is this theory and all of their previous experiences that children will eventually draw on when they attempt to unlock the meaning of the printed word. More importantly, reading increases the quality and enjoyment of interaction with other human beings.

Adults who are actively involved with hearing impaired children cannot fail to maximize story reading. Reading assists hearing impaired children to continue developing their theory of the world.

Reading stories to young children, particularly those who are hearing impaired, enhances the development of trust and security between the reader and the child. The reader can communicate his or her empathy for the feelings of children by the choice of story. Stories provide children with opportunities to identify with story characters that are similar to themselves and can offer the child a place to express his/her own feelings. Stories can expand concepts by creating situations that cannot be experienced by the child in his/her immediate environment.

Reading stories to young hearing impaired children offers them the opportunity to experience the joy of playing with new vocabulary, listening to rhythmical language patterns, and encountering new ideas that stimulate and reinforce a natural imagination and curiosity.

Initially, as children become interested in pictures in books, they do not realize that the print is important. They rely on the adults around them to make the stories come alive. Adults can convey the understanding that the printed word represents the communicated word. As children experiment with language they also experiment with print. May Arbothnot, in her book Children and Books describes the role of parents, teachers, and librarians in motivating young children to read this way:

> Parents are best able to introduce the very young child to the emotional and intellectual satisfaction of stories, poems, songs, and nursery rhymes at home.

A simple nursery rhyme recited as a parent holds the child on his or her lap communicates love and security more than the words of the rhyme itself.

As children become interested in pictures, parents can begin to sit with them and describe what is happening in the pictures. Soon the children will become the storytellers. As their attention span increases, children will become interested in longer stories.

Once they begin to realize that the print is important, children attempt to "read" in terms of their own experience. They make predictions about

words based on context, pictures, clues, titles, and grammatical structures. This step in the learning to read process is critical and sensitive and should be handled carefully by adults. All attempts to read should be reinforced. Corrections produce self-consciousness rather than increasing the child's confidence to continue experimenting with new situations. Providing continuous opportunities and experiences for the growth of language concepts is the role that adults should assume.

There are many ways that adults can be instrumental in motivating young hearing impaired children to read. The following pages provide a list of activities adults can use to motivate young hearing impaired children to read.

ROLE OF ADULTS IN MOTIVATING

YOUNG HEARING IMPAIRED CHILDREN TO READ

1. Provide a model. Allow children to see adults engaged in reading and writing activities.
2. Read stories aloud regularly as a family experience
   - o at bed time
   - o before meals
   - o family members take turns reading
   - o recite poems and rhymes together
3. Encourage children to look at and read books independently.
4. Develop a home library of inexpensive books. Let children select and pay for books. For young children, narrow down the selection, then let them choose. Decide on a special, comfortable reading space.
5. Limit the amount of TV watched. Choose programs based on books ("Little House on the Prairie"). Explore the print used on TV, TV guides, etc.
6. Dramatize stories at home. Act out the action in pictures, pretend to be a character, use puppets, find props, predict endings or next scene.
7. Provide a language rich environment.
8. Learn about books. Go to the library. Find out which books appeal to children. Select books that relate to daily experiences -- The Gingerbread Boy and making cookies or playing tag. (See next section of choosing books).
9. Stress the importance of written language -- through daily experiences; make shopping lists, read labels, identify signs and logos, or use maps.
10. Use written language to communicate -- Encourage children to scribble or write notes to others. Send cards. Draw pictures and label or record children's ideas. Start a daily journal. Leave notes for others to read.

CHOOSING STORIES FOR YOUNG CHILDREN

Books can be chosen on the basis of several arbitrary areas of criteria: content, structure, format

Content

1. Select stories which depict personal experiences -- books about families, friends, divorce, pets, neighborhoods, etc.
2. Find stories that expand concepts or reflect new interests -- building construction, plants and gardens, how things work.
3. Fantasy.

Structure

1. Locate stories that have an easily identifiable plot with a climax and resolution that develops naturally from the story, such as folk tales.
2. Seek characters that are life-like, with strengths and weaknesses, who grow and develop with the plot.
3. Find books which are free of stereotyped characters, poor language, biased views, etc.

Format

1. Select books with attractive illustrations which integrate with the text.
2. Find wordless picture books that clearly reflect moods or changes in the story.

1. Prepare to tell the story. Be clear about the major purpose or major appeal of the story, the sequence of events, the characters, and the feelings that are communicated in the story.
2. Communicate interest in the story through voice, gestures, sign language, body posture, and facial expression. Practice reading and telling the story out loud. It is not necessary to memorize the story.
3. Practice communication modalities
   A. Practice Signing
      1. Choose the signed vocabulary.
      2. Select words to fingerspell.
      3. Prepare to emphasize particular parts of the story by using directionality, repetition, and comparison techniques.
      4. Sign at a comfortable pace.
      5. Keep communication frame small with the center close to the signer's face.
   B. Language
      1. Adapt the language and techniques to the group or child you'll be reading with:
         a. Natural gestures/mime
         b. Pointing to and labeling pictures
         c. Simple but cohesive sentences
         d. Lots of redundancy
         e. Reading text as printed in book
   C. Communicate changes in events or moods through facial expressions, body posture or voice
      1. Steady, quiet voice -- as moods change, voice should change.
      2. Try not to exaggerate lip movements or vowel sounds in an effort to emphasize language.
      3. Slow down the pace of the story at appropriate times; increase the pace when the action is swift.
4. Create a climate of expectancy about the story -- establish rapport between yourself, the children, and the book.
   A. Look at the cover of the book and the title page

B. Discuss the topic of the story

1. Point to the characters, name them, ask questions that relate the child's past experiences to those of the characters.
2. Try to encourage children to predict what the story might be about or what its name might be.

5. Begin reading the story. Read each page, then show the pictures
   A. Look directly at the children as much as possible
   B. Avoid staring at the book while you are reading
   C. Decide how the book will be held; who will hold the book; who will turn the pages
   D. Give children ample time to look at the pictures and to respond with thoughts of their own
   E. Encourage children to repeat particular phrases or sounds in the story as you read
   F. Reinforce the action in the story with interaction with the child (shaking hands, pretending to climb, knocking on a door, etc.)
6. Allow children plenty of time to absorb what is happening in the story:
   A. To look away (rest their eyes)
   B. To share a thought with the child next to them
   C. To shift positions
   D. To take a break (go to the bathroom)
7. Ask questions from time to time when appropriate.
   A. Do not interrupt the flow of the story with too many explanations or questions that insult intelligence
   B. Do not ask traditional comprehension questions
   C. Ask questions to insure involvement
8. Be aware of the children's level of interest and interaction.
   A. If attention wanders continuously, stop reading until the child is ready to continue, or wait until another time
   B. If interruptions occur, stop and return to the story, possibly reviewing a few pages back or asking the children what happened last time

9. Allow for follow-up activities -- which allow children to present what they have learned.
   A. Discussions
   B. Retelling
   C. Dramatizations
   D. Writing similar stories
   E. Art activities -- painting mural
   F. Games
   G. Activities
   H. Trips

CONCLUSION

Teachers, librarians, and parents can motivate hearing impaired children to read by utilizing the information outlined in this project. The joy and pleasure that children derive from reading and being read to is available to the adults in their environment. When children are developing their theory of the world, be sure you are part of it. Read with children.

EXAMPLES OF ACTIVITIES TO DEVELOP READING APPRECIATION SKILLS

1. Pictures of family members, photos of classroom experiences, pictures from nursery rhymes placed where children can reach them each day during free play time
2. A. Demonstrating pictures both right and wrong side up
   B. Sitting next to a child with the same pictures or book right side up (not correcting the child)
3. A. Structuring matching activities related to units, objects in the environment
   B. Using sign for "same"
4. Responding to spontaneous communication
   1. expanding the child's communication
   2. modeling communicating about pictures
5. A. Figure/ground matching activities
   B. Separate individual pictures taken from larger pictures
6. A. Simon Says Game
   B. Modeling imitation of expressions, body movement
7. A. Photos of experiences
   B. Referring to past experiences through pictures
8. Name recognition games
   1. photos of classmates
   2. characters in nursery rhymes
9. Review experience with pictures in correct sequence
10. Pictures in art area demonstrating an activity -- child follows with help
11. A. Lots of stories
    B. Active participation by child: props, movement, experiences
12. Books in room
13. Child acts as teacher during group time story
14. Modeling reaction with facial expression, body movement
15. Demonstrating sharing of books

16. A. Going to the library -- taking books home
    B. Making books in class
    C. Notebook with pictures of family members, classmates, vocabulary words, childrens' homes -- child carries the book back and forth
17. A. Demonstrating role playing of a story
    B. Child role plays
    C. Videotaping role playing
    D. Making costumes
18. A. Having child take a turn pointing to the pictures
    B. Helping with language input
19. A. Pointing to names, words in the environment
20. A. Supplying paper, pencils, colored pencils, chalk, magic markers frequently
21. A. Stencil and tracing paper activities: tracing objects and matching object to shapes

A DEVELOPING ATTITUDE TOWARDS READING

This project is a product of my observations as a classroom teacher for the past three years. The objectives were developed on the basis of what I have actually seen children do independently and from my own perception of what constitutes a positive attitude towards reading.

I didn't read or include information from other references. Jo Israelson reviewed the objectives and was helpful in giving suggetions for the writing section.

There are three distinct categories included in this scale: (1) Attention to pictures, (2) Attention to books, (3) Writing. I attempted to sequence the objectives within each category and then I tried to fit them into a larger scale. I collected baseline data in March and re-evaluated the children in May. Finally I devised a list of methods and activities for each objective that I actually used with the children in my class to facilitate growth in each area.

List of Skills for Developing Reading Appreciation in Young Children	Student Name	Student Name	Student Name	Student Name
1. The child looks at pictures, photos, TV independently.				
2. The child is aware that pictures are right side up.				
3. The child matches a picture to an object (exactly alike).				
4. The child matches a picture to a similar object. A. Matches picture to picture B. Exactly alike C. Similar				
5. The child communicates about pictures (vocalizing, pointing, gesturing).				
6. The child picks out specific objects, colors, etc. in a picture. A. Identifies through language.				
7. The child copies an action or expression in a picture.				
8. The child relates pictures to concepts/experiences in school. (Through language - 1 to 2 several-word sentences.) (Relates - describes, role plays, points to an experience or picture.)				
9. The child relates pictures to concepts/experiences she/he has had at home.				
10. The child relates pictures to new concepts/experiences (pointing, gesturing, language).				
11. The child's facial expressions change as she/he looks at pictures.				

List of Skills for Developing Reading Appreciation in Young Children	Student Name	Student Name	Student Name	Student Name
12. The child identifies people/ action in pictures by pointing and gesturing.				
13. The child names characters in pictures.				
13a. Sequences pictures with guidance.				
14. The child sequences pictures from real experiences independently.				
15. The child sequences pictures from stories independently.				
16. The child can follow picture directions (on boxes of cereal, arts, crafts, etc.)				
17. The child sits with an adult until completion of a story is told.				
18. The child turns pages in a book or magazine randomly.				
19. The child turns pages in a book when being read to.				
20. The child closes a book at the end of the story and chooses another book.				
21. The child brings a book to an adult to read.				
22. The child reacts to a story line (facial, body, or verbal expression).				
23. The child sits with another child and looks at a book.				
24. The child attempts to tell the story as an adult reads to another child.				

List of Skills for Developing Reading Appreciation in Young Children	Student Name	Student Name	Student Name	Student Name
25. The child tells part of, or a whole story, to an adult from memory. (While looking at a book, seen on TV).				
26. The child brings in books from home.				
27. The child wants to take home books.				
28. The child pretends to be a character in a story, a TV or movie character.				
29. The child tells a story through role playing (acting out part or the whole story).				
30. The child begins to predict what will happen in a story, on TV, etc.				
31. The child tells a story to other children independently. A. with book, pictures B. without book, pictures				
32. The child points to words in environment, (asks adult what they mean).				
33. The child recognizes words in the environment and tells adult what they mean.				
34. The child points to words in a book under a picture, etc.				
35. The child can read sentences where key words are pictures.				
36. The child scribbles at random.				
37. The child tries to copy patterns, pictures, letters, words independently from a model.				

List of Skills for Developing Reading Appreciation in Young Children	Student Name	Student Name	Student Name	Student Name
38. The child tries to trace objects.				
39. The child writes sentences, notes through scribbling.				
40. The child asks adult to write names, words, etc.				
41. The child copies his/her own name.				
42. The child copies letters, words from books.				
43. The child assists adult in making a book. A. drawing pictures B. tells adult specific language to write under pictures				
44. The child writes letters/words from memory.				